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ABSTRACT

Suggestions for coaching and teaching hockey skills to mentally retarded persons are presented in this guide, one of seven booklets on Special Olympics Sports Skills Instructional Programs. An introductory section presents an overview of the sport, information on the organization of the training session, and a list of goals, objectives, and benefits. Warmup exercises are described and assessment measures and teaching ideas for two levels of hockey skills are offered: grip, stick handling, puck handling, shooting, passing, checking, face off, defensive play, and goal tending. Team tactics, rules, and sportsmanship are also addressed. Additional sections focus on modifications and adaptions, playing area preparation and equipment, and recordkeeping. (CL)

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SPECIAL OLYMPICS

HOCKEY

Sports Skills
Instructional Program

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FOREWORD

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

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Photo: Ken Regan

INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adaptive physical education specialist, the special education teacher, the recreation leader or the therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

The Instructional Program utilizes goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to mentally retarded individuals.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reactions and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the student.
  (2) potential ability of the student.
  (3) behavioral limitations of the student.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skill Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training and supervision can be and usually is handled by volunteers—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc.. For example, volunteer coaches should be trained by professionals in physical education and sports.

The method and manner by which you conduct your program will in large part determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

Ready to Start

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received hockey instruction in the past year and the remaining six students are new to your class. In order to determine the hockey ability among your students, administer the Sports Skills Assessment—Level I. The test enables you, as the instructor, to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment—Level II.

Once the tests have been administered, individualize each practice so each student works on the skill area he/she needs the most improvement in. If a Special Olympian shows problems shooting, review the basic steps in performing a shot as outlined in this guide. On the other hand, if an athlete scores well on the shooting section, provide instruction in advanced shooting techniques (e.g., sweepshot) or have the athlete practice a skill that he/she is not as proficient in performing. Another alternative for a Special Olympian who excels in various sports skills is to use him/her as a player/coach.

Plan 5-10 minutes at the beginning of each class to properly warm up. Students should stretch and perform conditioning exercises as part of their warm up. Each class should offer 25-30 minutes to sports skills instruction. Mark each athlete's progress on the Student Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptions to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Student Skill Sheets to determine your students' improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.

HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results in skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction. Students are great imitators.
- Allow the student plenty of time to become familiar with each skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Julie, your shot looks much better, but try to get in a better shooting position.
- Use confidence builders. Always attempt to prevent student from encountering repeated failures.

HINTS FOR ORGANIZING A GOOD CLASS

- Use the playing area to your best advantage.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.). No one should be standing around while you arrange things. Keep everyone busy!
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If an activity is going well, it is often useful to stop the activity while interest is high.

SPORTS SKILLS INSTRUCTION PROGRAM FOR MULTIHANDICAPPED AND OLDER INDIVIDUALS

The Special Olympics Sports Skills Instruction Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals, regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instruction should be made based upon the needs of the participants. See modifications/ adaptations section of this guide.

The Sports Skills Instructional Program can also be helpful to improving the quality of life for adult participants. Regular exercise that includes a progressive program of activities—walking, jogging and sports activities—can improve cardiovascular fitness and maintain a healthy bod, and a vigorous mind. It is important to recognize that many older participants may have been leading relatively sedentary lives; hence, training should progress slowly enough to avoid injuring the individual in the early stages. Special efforts should be made to enhance motivation and insure that training is an enjoyable experience. The overall aims of training should be to improve fitness and encourage an enjoyable and beneficial use of leisure time.

HOCKEY

This Hockey unit can best be used to teach skills, improve coordination and agility and increase the student's general level of fitness. The sports skills needed to participate in a game of hockey are shooting and stick handling. Instruction in these skills, as well as game rules and strategy, will comprise this unit.

Hockey is adapted from the game of ice hockey. The game may be played on a floor/surface of any size by two teams of six players. The object of the game is to score as many goals as possible while attempting at the same time to prevent the opposing team from scoring. The equipment used for play includes 10 hockey sticks, two goalie sticks, two goal keeper masks, helmets, goals and pucks.

Hockey is the ideal recreational activity for students of all ages and of different skill levels. The game can be mastered in as little as fifteen minutes, since the rules are simple and few. The game is safe to play. Since hockey is constant action, vigorous activity, it is also highly beneficial physically for all its participants.

GOAL/OBJECTIVES/BENEFITS

1

LONG TERM GOAL

The students will acquire basic fundamental skills, appropriate social behavior and functional knowledge of the rules to enable them to participate successfully in a regulation or modified game of hockey.

2

SHORT TERM OBJECTIVES

1.0 Given demonstration and practice the student will properly warm up before each practice or game.

2.0 Given demonstration and practice the student will execute the necessary skills to perform level I skills.

3.0 Given demonstration and practice the student will execute the necessary skills to perform level II skills.

4.0 Given regulation or modified game the student will exhibit good team tactics at all times.

5.0 Given regulation or modified rules and scoring the student will adhere to those scoring rules and regulations while playing a regulation or modified game.

6.0 Given a regulation or modified game the student will exhibit good sportsmanship with teammates and opponents at all times.

3

BENEFITS

- Hockey develops coordination, agility, speed and body control.
- Hockey improves total fitness.
- Hockey teaches teamwork.
- Hockey provides action.

CLOTHING

CLOTHING

Clothing must be suited to the activities involved in general; this means loose, comfortable, non-confining clothing and well-fitted shoes that are appropriate for the activities being performed. Proper fitting and clean uniforms tend to give athletes a boost. Although the saying "You play as well as you look" has never been proven, many athletes and coaches continue to believe in it.

Shirts

Shirts should provide comfort and a good appearance while allowing freedom of movement in the shoulder area. A t-shirt is recommended. Make sure the length of the shirt is long enough to tuck into a pair of shorts or warm up pants. Shirts on Special Olympics teams should display numbers.

Shorts

Gym shorts with waistbands that fit snugly around the waist are recommended. Shorts provide the athlete with comfort and good appearance. The elastic waist band should help keep the shirt in place. Loose shorts cause athletes discomfort, breaking their concentration.

Socks

Tube socks made of good material will last an entire season, giving support and a good appearance. Loose or stretched socks look sloppy and provide no calf support. Because of the continuous stop and go action in hockey, it is recommended that two pair of socks be worn to absorb shock and prevent blisters.

Shoes

Probably the most important piece of clothing a player wears is a pair of gym shoes. Shoes that are uncomfortable can impede the student's play and concentration. Shoes should fit properly and provide good traction. Cushioned insole, arch and heel support are important features of a good shoe.

Warm-Up Suits

Warm-up suits should be worn when playing hockey outside in cold weather or when warming up prior to a practice or game. Medium weight cotton sweatshirt and pants are excellent and inexpensive warm-ups.

EQUIPMENT

Hockey Helmet

The most important piece of protective equipment a hockey player wears is a helmet. The helmet should cover and give maximum protection to the vital areas of the head. A chin strap is a necessity.

Hockey Sticks

Two types of sticks are used when playing hockey. A straight stick used in floor hockey is designed with a rounded top and bottom with vinyl sleeve tips for no-mar and gliding movement along the floor. In poly hockey the stick used resembles a regular ice hockey stick with a level blade. The blades are made of plastic. A regular goalie stick is used by the goalie in both floor and poly hockey.

Hockey Pucks

Two types of pucks are used in hockey depending upon the stick being used. The "donut" shaped felt puck is used in floor hockey. A hollow plastic puck resembling a regular hockey puck is used in poly hockey.

Hockey Goal

A hockey goal consists of a metal frame and a net. The dimensions of the goal are 1.08 meters x 1.20 meters. For instructional purposes, it is recommended that a larger goal be used based on the student's ability. Students should be instructed to refrain from pulling on nets and frames.

Teaching Suggestions

- **Discuss the types of clothing to be worn when playing hockey.**
- **Discuss the importance of wearing properly fitted clothing.**
- **Point to advantages and disadvantages in various types of clothing which can be worn.**
- **Show pictures of clothing which are appropriate for hockey.**
- **Using a flannel board and felt, cut-out articles of clothing and have the student properly dress the figure.**
- **Take students to a hockey game and point out clothing being worn.**

SPORTS SKILLS ASSESSMENT—LEVEL I

INSTRUCTIONS

The Sports Skills Assessment is designed to determine the student's present level of functioning within a specific skill or sport and to determine the student's progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question of the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Beginner, Rookie, Winner). If the student is performing at a higher level than measured in the Skills Assessment—Level I, re-evaluate the student utilizing Skills Assessment—Level II.

SKILLS ASSESSMENT—LEVEL I

Scoring Level—indicates the student's level of achievement

0-10 BEGINNER
11-20 ROOKIE
21-30 WINNER

Test Item #1 **Stick Handling Skills**

- ☐ Makes an attempt to move or push puck.
- ☐ Gets into delivery position and slightly taps puck.
- ☐ Taps puck in any direction with proper grip.
- ☐ Pushes puck with control from a stationary position.
- ☐ Controls puck while moving forward.

Test Item #2 **Puck Handling Skills**

- ☐ Makes an attempt to catch a puck.
- ☐ Receives puck from 3 meters away.
- ☐ Receives puck from 5-7 meters away.
- ☐ Receives and controls a puck while walking forward.

Test Item #3 **Passing Skills**

- ☐ Makes an attempt to pass puck
- ☐ Passes puck in any direction at least 5 meters.
- ☐ Passes puck in intended direction to a target.
- ☐ Passes puck to a stationary teammate.

Test Item #4 **Shooting Skills**

- ☐ Hits a stationary puck in any direction.
- ☐ Attempts to hit puck in a forward direction.
- ☐ Hits a part of the goal when shooting.
- ☐ Makes 3 out of 5 goals from a 3 meter distance.

Test Item #5 **Defensive Play**

- ☐ Makes an attempt to check an opponent.
- ☐ Demonstrates knowledge of defensive position.
- ☐ Keeps blade/tip of the hockey stick on the floor.
- ☐ Maintains proper distance while staying with opponent.
- ☐ Attempts to sweep check opponent.
- ☐ Block/stops a pass between two players.

Test Item #6 **Knowledge of Game**

- ☐ Stops when the whistle blows.
- ☐ Knows when the puck is in or out of bounds.
- ☐ Participates and recognizes teammates and opponents.
- ☐ Recognizes teammates' and opponents' goal areas.
- ☐ Knows how to start game with a face-off.

_____ TOTAL SCORE

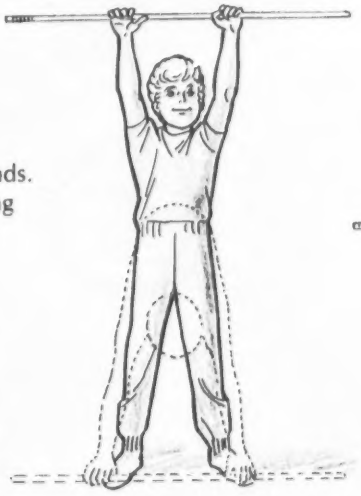
1.0 Given demonstration and practice the student will properly warm up before each practice or game.

STRETCHING EXERCISES

1. Perform toe touches with hockey stick.

TASK ANALYSIS

a. Stand straight with feet slightly apart.
b. Hold hands above the head with stick in hands.
c. Bend down keeping legs straight and touching stick to toes.
d. Repeat 4 times.



2. Perform trunk bending exercise with hockey stick.

TASK ANALYSIS

a. Stand with feet apart and arms hanging at the side.
b. Hold the stick in front of the body.
c. Bend way back, arms reaching up, and arching back.
d. Repeat 4 times

3. Perform a side twister exercise with hockey stick.

TASK ANALYSIS

a. Stand with feet together.
b. Place hands at chest level while holding onto the stick.
c. Twist and swing upper body side to side.
d. Repeat exercise 4 times to each side.

4. Perform sideward bend exercises.

TASK ANALYSIS

a. Stand up straight with feet apart.
b. Stretch arms over the head holding onto the stick.
c. Bend body to one side.
d. Return to upright position.
e. Bend body to other side.
f. Repeat exercise 4 times.

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COORDINATION EXERCISES

1. Perform a step through exercise holding the hockey stick.

TASK ANALYSIS

a. Bend at the waist with hands spread wide apart holding the stick.
b. Draw one knee up and step over the stick.
c. Draw other knee up and step over the stick.
d. Release stick with one hand and return it to original position.
e. Repeat exercise 4 times.

RUNNING

1. Run five minutes continuously.

TASK ANALYSIS

a. Start walk/run intervals.
b. Gradually increase running distance.
c. Practice running and stick handling with puck.

TEACHING SUGGESTIONS

- **Start players walking around the gymnasium for one minute. On command change to running for one minute, then back to walking.**
- **Start players running around the gymnasium. On the sound of a whistle have them change directions, alternately running forward, backward and sideways in either direction. Blow whistle every 15 to 20 seconds.**
- **Players begin by running as slowly as possible. On command they start building speed until they are running as fast as they can. After 10 to 15 seconds of full-speed running on command, they decrease speed gradually until they are running slowly again.**

2.0 Given demonstration and practice the student will successfully execute Level I Hockey Skills.

GRIP

1. Demonstrate the ability to properly grip the hockey stick 100% of the time.

TASK ANALYSIS

a. Hold stick with two hands.
b. Hold stick end with left hand (student who shoots right handed.)
c. Place stick in palm of other hand and curl fingers securely.
d. Place lower hand (right) 36-40 cm further down the stick.
e. Keep stick below the shoulders at all times.

STICK HANDLING

1. Demonstrate the correct delivery position 4 out of 5 times.

TASK ANALYSIS

a. Grip the hockey stick with both hands.
b. Keep stick below the shoulders.
c. Stand to the side and slightly behind the puck.
d. Keep knees slightly bent with a slight lean of the body.
e. Keep the blade/tip of the hockey stick close to the floor.

2. Push the puck with a straight stick along a straight path 3 out of 5 times.

TASK ANALYSIS

a. Assume delivery position.
b. Keep wrists flexible.
c. Slant stick to the right side of the body (right handed student).
d. Push puck along floor keeping tip of stick in hole of puck.
e. Bend forward at waist.
f. Keep puck moving away from opponents.
g. Keep head up looking down court.

3. Push the puck with a hockey stick along a straight path 3 out of 5 times.

TASK ANALYSIS

a. Assume delivery position.
b. Keep wrists flexible.
c. Slant stick to the right side of the body (right handed student).
d. Contact puck with the face of the blade.
e. Upon executing the follow through, do not exceed waist height with stick.
f. Push puck with alternate taps of both sides of the blade.
g. Keep head up, looking down court.
h. Keep puck slightly ahead of the body.

TEACHING SUGGESTIONS

- **Stand behind student placing hands over student's hands. Move the puck forward, backward and sideways, keeping stick close to the floor. Have student practice this drill. independently from a stationary position.**
- **Progress to controlling the puck while walking, then running.**
- **Demonstrate stickhandling the puck.**

PUCK HANDLING

1. Demonstrate the ability to handle the puck 3 out of 5 times.

TASK ANALYSIS

a. Place hands in correct grip position.
b. Keep blade/tip of stick close to floor.
c. Reach with bottom hand toward puck.
d. Push, pull moving two hands simultaneously catching the puck.

PUCK HANDLING—LEVEL I

2. Demonstrate the ability to handle the puck using the backhand 3 out of 5 times.

TASK ANALYSIS

a. Place hands in correct grip position.
b. Keep blade/tip close to floor.
c. Reach for puck with both hands.
d. Pull, push moving two hands simultaneously catching the puck.

TEACHING SUGGESTIONS

- **Stand behind student and place his/her hands in the proper grip position.**
- **Place tape on stick indicating correct position of hands when gripping.**

DRILLS

- **Circle Stickhandling**—Players stand in a circle. One player pushes in and out of the circle, weaving around each of the other players and back to the beginning. Next player begins. Repeat drill in reverse direction.
- **Snake drill**—This follow-the-leader drill is good for developing stickhandling skills as well as for teaching players to maneuver while running about without the puck. Leader is without puck; second player in line pushes the puck along while following the leader. Other players, also without the puck, follow behind. Repeat drill (leader goes to back of line, second player becomes leader) until everyone has had a turn stickhandling.

SHOOTING

1. Shoot the puck using a forehand delivery 3 out of 5 times.

TASK ANALYSIS

a. Place hands in correct grip position.
b. Place stick in the puck on the floor.
c. Push with bottom hand toward target.
d. Pull with top hand.
e. Push, pull moving two hands simultaneously, shooting the puck.

2. Shoot the puck using the backhand delivery 3 out of 5 times.

TASK ANALYSIS

a. Place hands in correct grip position.
b. Place stick in the puck on the floor.
c. Pull bottom hand and push top hand simultaneously, shooting the puck.

TEACHING SUGGESTIONS

- **Stand behind the student and place his/her hands in the proper grip position for shooting using the forehand delivery.**
- **Stand behind student with hands over student's hands and shoot the puck. Allow student to shoot the puck independently.**
- **Have student look at puck, pick it up, notice its size and shape.**

PASSING—LEVEL I

PASSING

1. Demonstrate a forehand pass correctly 3 out of 5 times.

TASK ANALYSIS

a. Assume correct grip position.
b. Place stick in the puck on the floor.
c. Push with bottom hand and pull with top hand, passing the puck to the target.
d. Focus eyes on target.
e. Whip wrist for quickness.

TEACHING SUGGESTIONS

- **Stand behind student and place hands over student's hands in grip position. Execute forehand pass.**
- **Emphasize control and accuracy of pass, not distance.**
- **Execute sweep pass; use continuous half-swing motion.**

2. Demonstrate a backhand pass correctly 3 out of 5 times.

TASK ANALYSIS

a. Assume correct grip.
b. Place stick in puck on the floor.
c. Focus eyes on target.
d. Pull bottom hand and push top hand, passing the puck to the target.
e. Whip wrist for quickness.

TEACHING SUGGESTIONS

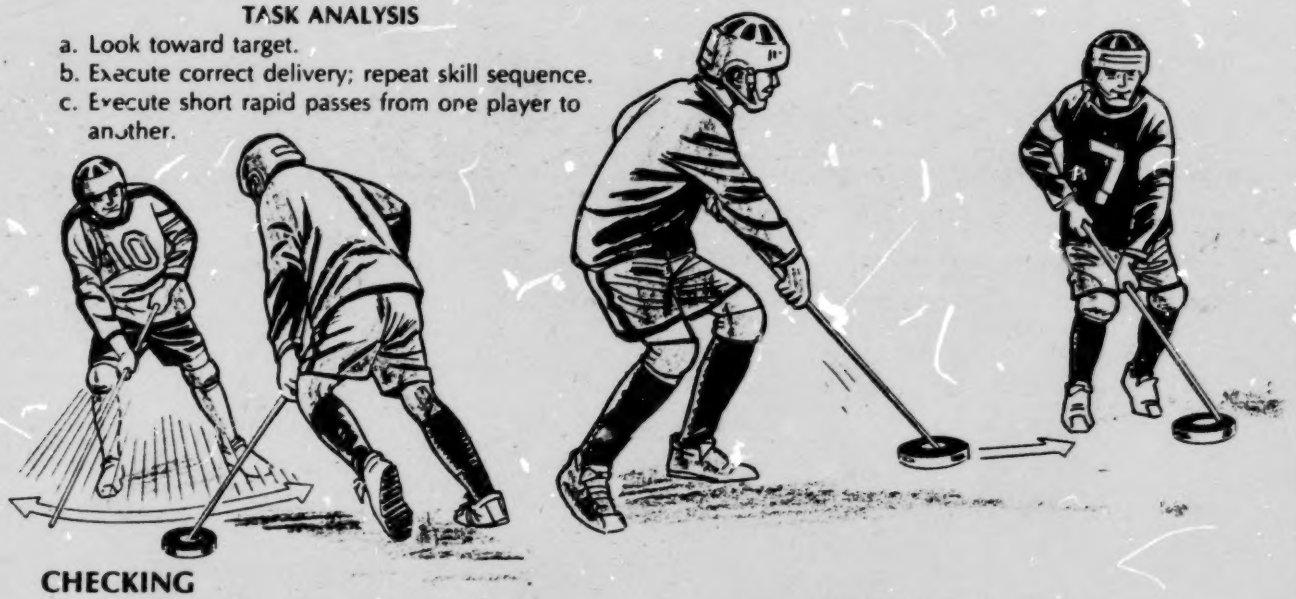
- **Stand behind student and place hands over student's hands in grip position. Execute backhand pass.**
- **Spread the student's feet out shoulder width apart. Gently push down on the student's shoulders, forcing him to slightly bend his hips and knees.**
- **Place footprints shoulder width apart for student to stand on.**
- **Encourage the student to point the lower hand in direction of pass. Recovery positions should be with palm of lower hand up.**

CHECKING—LEVEL I

3. Pass the puck toward a teammate 3 out of 5 times.

TASK ANALYSIS

a. Look toward target.
b. Execute correct delivery; repeat skill sequence.
c. Execute short rapid passes from one player to another.



CHECKING

1. Demonstrate the ability to sweep check an opponent 3 out of 5 times.

TASK ANALYSIS

a. Grip stick with both hands.
b. Move blade of stick from side to side.
c. Stay one to two meters in front of advancing opponent.
d. Attempt to steal the puck by sweeping stick in direction of puck.
e. Attempt to steal puck by lifting up under opponent's stick.

TEACHING SUGGESTIONS

- **Pair students off. Have students take turns trying to sweepcheck one another. Organize a game of one-on-one.**

2. Demonstrate proper stick checking techniques 3 out of 5 times.

TASK ANALYSIS

a. Hold stick with both hands.
b. Put stick under other players stick.
c. Hit the other stick up out of puck.
d. Put end of own stick into puck.

TEACHING SUGGESTIONS

- **Practise this skill in pairs, each athlete with a stick and one puck.**
- **Practise skill first in standing position, then do exercise on the run.**

DRILLS

- **Circle Passing**—Students form a circle and pass the puck randomly from player to player.
- **Steal the Puck**—Form two teams and number the players on each team one through ten. Have each team choose a sideline to guard and defend. Have teacher or player call out a number. Immediately the students that have that number should dash out to the center circle and scramble for the face-off. Each player is attempting to shoot the puck at the opposing team's sidelines. A point is scored when the puck crosses the sidelines and hits the back wall area.
  Variation: Call out another number and play with a partner.
- **Mirror Drill**—Have each student assume the correct defensive position. Have student mirror you as you change directions. Remind students to slide from side to side.

FACE OFFS—LEVEL I

FACE OFFS

1. Demonstrate the knowledge of face off position 3 out of 5 times.

TASK ANALYSIS

a. Recognize position of face off with an opposing player.
b. Assume position of face off with opposing player.

2. Demonstrate the techniques of face off position 3 out of 5 times.

TASK ANALYSIS

a. Assume position of face off.
b. At whistle, sweep puck from center.

TEACHING SUGGESTION

- **Pair students off and have them practice the face-off. Award points for each time a student wins face-off.**

DRILLS

- **Shooting Drill**—One line of players faces the goal as players advance, one at a time, toward the goal. Another line of players stand off to the side. Player at head of first line hits pass to player at head of second line, and then runs toward goal to receive return pass, then shoots for corner of goal.
- **Accuracy shooting**—Practice against a target to insure success. Progress from wide and close targets to narrow and more distant. Spray painted plastic milk cartons hung from goal crossbar make good targets for goal shooting.
- **Accuracy Pass**—Students pass puck back and forth between markers. Keep passes soft and slow. As skill increases, move students farther apart and make the passes harder and faster.
- **Circle Drills**—Arrange players in a circle. Player with puck passes to another player, then runs around outside of circle and back to empty space.
- **Passing Drill**—This drill teaches passing accuracy and gives the player a feel for the amount of force needed to pass a specific distance. Two players stand at least three meters apart, facing each other; another player stands in between with legs spread. Two end players pass puck back and forth between third player's leg. Vary the difficulty by varying the distance.

DEFENSIVE PLAY

1. Demonstrate a functional defensive stance.

TASK ANALYSIS

a. Place feet shoulder width apart with knees and hips slightly flexed.
b. Keep tip or blade of stick on the floor.
c. Use in combination, forward, right and left movements.
d. Stay between the goal and offensive player.

GOAL TENDING

1. Demonstrate proper goaltending techniques 3 out of 5 times.

TASK ANALYSIS

a. Focus eyes on puck at all times.
b. Keep stick on floor.
c. Play the puck and the offensive player.
d. Keep shin guards centered on puck, never open legs.
e. Recover from floor as quickly as possible.
f. Catch puck whenever possible.
g. Allow no loose pucks in front of net.
h. Remain in goal crease area at all times.

TEACHING SUGGESTIONS

- **Students line up with pucks and alternate taking shots at goal. Goalie must react quickly to block a variety of shots from various angles.**
- **Two students stand to either side of goal. After blocking shot from another student the goalie will pass or clear the puck out to the students on either side.**

SPORTS SKILLS ASSESSMENT—LEVEL II

Instructions

The Sports Skills Assessment—Level II is designed for higher skill level students. The test determines the student's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administrating the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Star, Super Champ, Superstar, etc.). If the student is performing at a lower skill level than measured in the Skill Assessment—Level II, re-evaluate the student utilizing Skill Assessment—Level I.

SKILL ASSESSMENT—LEVEL II

Scoring Level—indicates the student's level of achievement

31-40 STAR
41-50 SUPER CHAMP
51-60 SUPERSTAR

Test Item #1 **Stickhandling Skills**

- ☐ Pushes and controls puck while running the length of the court.
- ☐ Pushes and controls puck while moving in, out around and through a series of obstacles.
- ☐ Accelerates or decelerates stickhandling speed on cue (whistle).
- ☐ Pushes and controls puck while being guarded.

Test Item #2 **Puckhandling Skills**

- ☐ Catches a puck.
- ☐ Receives a puck while running forward.
- ☐ Receives a pass and pushes the puck.
- ☐ Receives an inbound pass while being defended.
- ☐ Receives an outlet pass.

Test Item #3 **Passing Skills**

- ☐ Passes puck to a moving teammate 5-10 meters away.
- ☐ While guarded, passes puck to a teammate.
- ☐ Passes puck to a teammate being guarded.
- ☐ Passes puck and moves to open position to receive a return pass.

Test Item #4 **Shooting Skills**

- ☐ Shoots the puck from outside goal crease with 50% accuracy.
- ☐ Shoots a goal from 3 different places in the front of goal.
- ☐ Shoots on goal shots from 8 meters with 40% accuracy.
- ☐ While moving receives a pass and shoots a goal.
- ☐ Shoots at goal while being guarded.

Test Item #5 **Defensive Play**

- ☐ Checks offensive player without the puck.
- ☐ Blocks a pass between two players.
- ☐ Intercepts and controls a pass between two players.
- ☐ Intercepts a pass while in motion and passes on to another teammate.
- ☐ Assumes correct positioning at face-off.

Test Item #6 **Knowledge of Game**

- ☐ Identifies floor boundaries (center line and goal).
- ☐ Adapts ability to pass, stickhandle, shoot and block.
- ☐ Understands minor fouls.
- ☐ Understands major penalties.
- ☐ Plays cooperatively and competitively; adapts to changes both offensively and defensively

_____ **TOTAL SCORE**

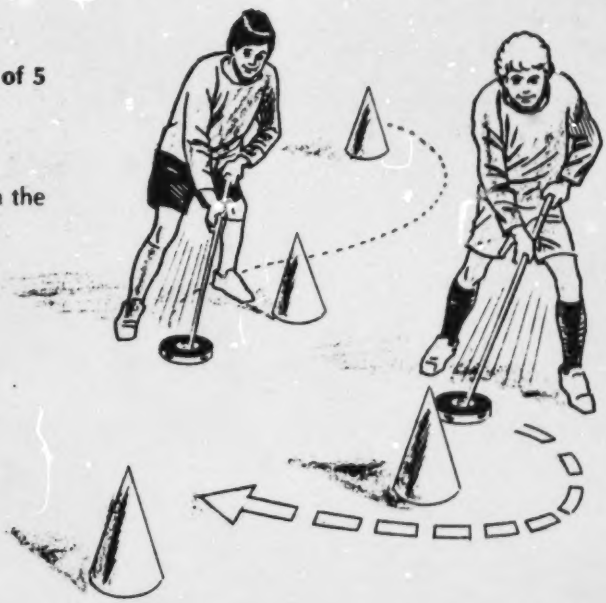
3.0 Given demonstration and practice the student will successfully execute Level II Hockey Skills.

STICKHANDLING

1. Push, move and control the puck in and around a series of stationary obstacles 3 out of 5 times.

TASK ANALYSIS

a. Assume delivery position.
b. Focus on obstacles and from time to time on the puck.



DRILLS

- **Cone Dodge**—Set cones in a scattered formation, spaced one meter apart. Players "follow the leader," who guides the line in and out of the cones using stick and puck. After each complete circuit, change leaders. Vary the course and the speed.
- Demonstrate stickhandling the puck under control around a series of obstacles.
- **Jam the Area**—With all players confined to a small area, have each of them move a puck with a stick while moving about and mixing with one another. The object is to move about without touching another player or leaving the area. This drill trains players to keep their heads up.

PUCKHANDLING / PASSING—LEVEL II

PUCKHANDLING

1. Catch a puck pass while moving 3 out of 5 times.

TASK ANALYSIS

a. Run in a straight line.
b. Watch for puck and reach for it with stick.
c. Catch puck and control before passing or shooting.

TEACHING SUGGESTION

- **Catch a pass from a distance of 2 meters, 3 meters, 4 meters and 6 meters away from teammate.**

PASSING

1. Pass a stationary puck toward a teammate who is moving forward, 3 out of 5 times.

TASK ANALYSIS

a. Direct the puck to a spot 1 or 2 meters in front of your partner.
b. Maintain eye contact with the target.
c. Pass with flicking of stick by wrists.

TEACHING SUGGESTIONS

- **Have players pair off, with two sticks and one puck to each pair. Players stand about 5 meters apart and pass the puck back and forth to each other, working for speed and accuracy.**
- **One player walks around defensive player, practices passing puck ahead of moving teammate.**

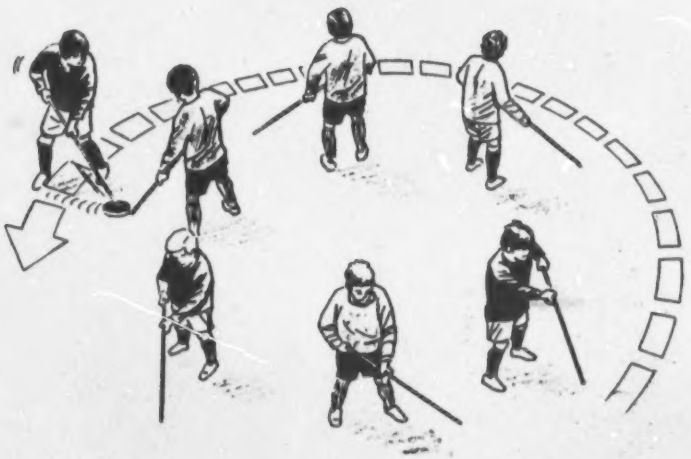
2. Pass a puck while moving to a teammate who is also moving 3 out of 5 times.

TASK ANALYSIS

a. Maintain frequent eye contact with your partner.
b. Maintain forward momentum while executing the pass.
c. Direct the puck to positions 1 to 2 meters in front of a partner who is moving forward.

TEACHING SUGGESTIONS

- **Demonstrate passing a puck to a student.**
- **Stickhandling and Shooting—Place one marker fifteen meters out from goal; place a second marker so that the two form a diagonal line in relation to the goal. Player moves puck around one, then the other, then shoots for opposite corner.**
- **Variation: Players also may work in threes, passing in a triangular formation; or in fours, passing in a box formation.**
- **Begin practice with partners and puck stationary. Passing experience may be varied by increasing distance between partners, passing in a circle formation and passing diagonally between two parallel lines.**



DRILLS

- **Jog and Shoot**—Several students are arranged in a line, jogging in place. One student passes to teammate; player passes back to the server. Server passes to another teammate and player passes back to server; and so on.
- **Give and Go**—Players are arranged in a circle facing outward. One player stands outside of circle and passes to each player consecutively, moving around the circle to receive each pass back.
- Groups of two, then three and four students push puck downfield to target and lead pass at the sound of whistle. This encourages passing and staying aware of teammate position.

SHOOTING

1. Shoot a puck received from a partner who is moving, 3 out of 5 times.

TASK ANALYSIS

a. Stop the puck with the stick.
b. Control puck.
c. Shoot puck at goal.

TEACHING SUGGESTIONS

- **Line players up in a straight line about 10 meters from the goal line. Each player in turn runs toward the goal, moving the puck, and then shoots, aiming for the corners.**
- **Emphasize the best time to shoot is when the goalie is OFF BALANCE or OUT OF POSITION.**

2. Shoot a puck while moving toward a target 3 out of 5 times.

TASK ANALYSIS

a. Push the puck in a straight line from the center line.
b. Move toward the target.
c. Focus eyes on target.
d. Aim at net, not goalie.
e. Follow-up all shots.

TEACHING SUGGESTIONS

- **Shoot the puck from a distance of 3 meters, 4 meters, 6 meters and 8 meters away from the goal/target.**
- **Have a group of students try to shoot their pucks past two goalies who are moving side to side protecting their designated goal area.**

DEFENSIVE PLAY—LEVEL II

DEFENSIVE PLAY

1. Block a pass between two players while all are moving 3 out of 5 times.

TASK ANALYSIS

a. Look at the approaching puck.
b. Walk, slide or run toward the puck.
c. Place the stick in front of and toward the puck.
d. Place blade or tip of stick on puck.
e. Push or pass stolen puck to teammate.

TEACHING SUGGESTION

- **Have student in the middle. Have other players at either end, attempting to pass the puck from side to side with the center player attempting to block the pass.**

2. Maintain a defensive position while moving and changing directions 3 out of 5 times.

TASK ANALYSIS

a. Move right and left staying with opponent.
b. Keep blade or tip of stick on floor.
c. Stay between the goal and the offensive player.
d. Focus eyes on opponent.

TEACHING SUGGESTIONS

- **The offensive player can push the puck in any direction. Move the defensive player into position (between the goal and the offensive player) accordingly.**
- **Tie a rope around the offensive player's waist. Have another student stand in front of goal holding the rope. For the defensive player to be between the goal and his opponent his body should be touching the rope. This can only be used when moving to your right or left.**

DRILLS

Keep Away—Arrange two teams in a scattered formation within a designated playing area. One team passes the puck among themselves trying to keep puck from the other team. This drill develops passing, catching, pivoting, and stickhandling skills.

One on One—Any number of players pair off and face each other in scattered formation. Without a puck one player attempts to run past the other. Defensive player must move body into position to stop offensive player. Arms and feet may not be used to stop player—only the trunk.

Variations: (1) Repeat drill with a puck. (2) Repeat drill with a puck and move toward the goal.

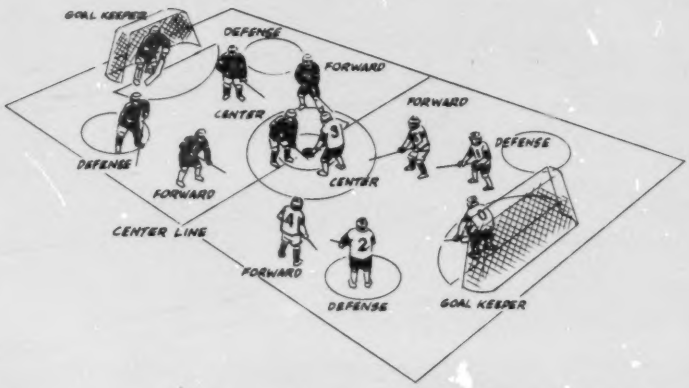
4.0 Given a regulation or modified game of hockey the student will exhibit good team tactics at all times.

TEAM POSITION

1. Assumes position for team play when given instruction 100% of the time.

TASK ANALYSIS

a. Identifies own team and opponent's team.
b. Knows that six players are on a team.
c. Distinguishes between offensive and defensive goals.
d. Understands his/her playing area.



TEAM TACTICS

1. Maintains position 75% of the time.

TASK ANALYSIS

a. Assumes proper position (center, wing and defense).
b. Moves up and down the floor maintaining postion.
c. Reacts to possession of puck by playing offense or defense as appropriate.

TEACHING SUGGESTION

- **Position team properly on the floor. Have them walk up and down the floor while maintaining position. Jog. Run.**

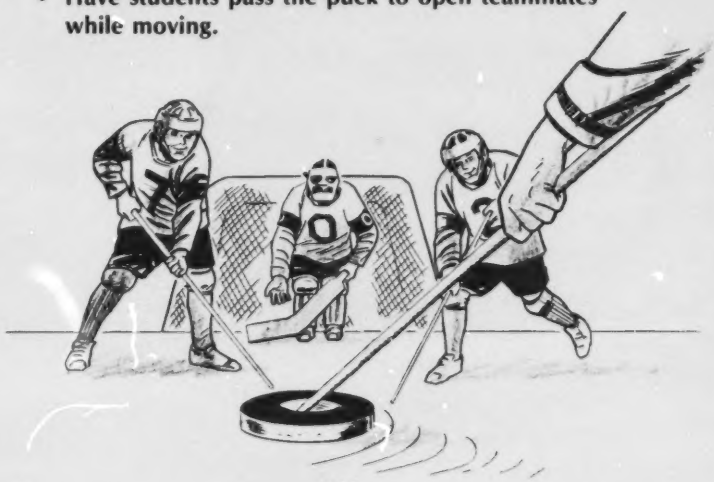
2. Pass the puck while maintaining his/her position 3 out of 5 times.

TASK ANALYSIS

a. Assumes proper position on the floor.
b. Identifies where his/her teammates are.
c. Identifies where opponents are.
d. Passes the puck to an open teammate in order to advance the puck toward the opponent's goal.

TEACHING SUGGESTIONS

- **Have students pass the puck to open teammate while standing.**
- **Have students pass the puck to open teammates while moving.**



3. The student will demonstrate the ability to actively participate in the game 75% of the time.

TASK ANALYSIS

a. Plays position properly.
b. Plays puck as soon as it can be reached.
c. Executes short passes, controlled stickhandling, checking, and good shot selection.
d. Understands offensive team play (passing and shooting).
e. Understands defensive play.

TEACHING SUGGESTIONS

- **Discuss importance of playing and being responsible for each particular position's area.**
- **Color code offensive and defensive goals. Red team shoots at red goal, blue team at blue goal.**
- **Use a felt board and assist student in labeling positions.**
- **Have students walk up the court and back as a team, maintaining their positions. The concepts of space, time and flow are important.**
- **Students run up the court and back as a team, maintaining their positions.**
- **At certain intervals have the students freeze; guide each individual to the proper position and indicate in a positive fashion his/her role and responsibility to the team.**

DRILLS

Line Hockey—students are required to remain in their specified area throughout the game. The game is excellent for learning position and refining passing skills.

Puck Chase—select six players to be on the offensive team. Four players are selected and placed on the defensive team. The offensive team attempts to pass the puck as many times as possible to each other without it being intercepted by the defensive team. The defensive team attempts to intercept the passes.

5.0 Given regulation or modified rules and scoring, the student will adhere to those scoring rules and regulations while playing hockey.

RULES

1. Demonstrate knowledge and understanding of the basic rules of the game 75% of the time.

TASK ANALYSIS

a. Stops play at whistle.
b. Identifies boundaries and knows when puck is in play.
c. Knows face off in center circle starts game and begins play following goal.
d. Does not touch puck with hands or feet (except for goalie).
e. Understands one point is awarded for each goal and knows entire puck must pass over the goal line to count as a goal.

2. Demonstrate the ability to recognize (and accept consequences of) minor and major penalties 75% of the time.

TASK ANALYSIS

a. Identifies minor penalties:
- Playing in a dangerous or reckless manner.
- Charging a player.
- Tripping.
- Charging goalkeeper in goal area.
- Slashing.
- Stalling or misplaying by the goalkeeper (holding puck).
- Highsticking (players's stick must be held below the shoulder at all times).
- Body checking.
- Charging an opponent from behind.
- Striking or attempting to strike an opponent.
- Holding an opponent.
- Pushing an opponent with hands or arms.
- Touching, carrying or hitting the puck with hands.

b. Identifies major penalties:
- Unsportsmanlike behavior.
- Leaping through the air to deliver a block or check.
- Charging an opponent in a dangerous manner.

TEACHING SUGGESTIONS

- **Demonstrate violations and have students identify each.**
- **During a game, freeze action when violation occurs.**
- **Discuss the consequences of minor violations (i.e., loss of possession).**
- **Count out loud the time so students are constantly aware of the time limits.**
- **Discuss the consequences of major violations.**

6.0 Given a regulation or modified game of hockey the student will exhibit good sportsmanship with teammates and opponents at all times.

1. Exhibit competitive effort 75% of the time.

TASK ANALYSIS

a. Puts forth maximum effort during game.
b. Learns to use physical attributes in beating an opponent to the puck.

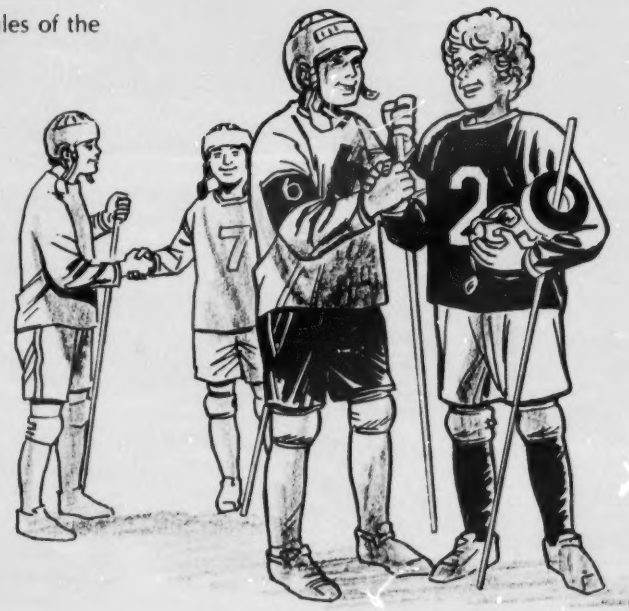
TEACHING SUGGESTIONS

- **Discuss hockey etiquette, such as retrieving fair share of stray pucks, congratulating opponent after all games, win or lose; controlling temper and behavior at all times; waiting for opposing player to return to the court of play before putting the puck into play.**
- **Give sportsmanship awards or tokens after each game or class.**
- **Always commend students when they demonstrate good sportsmanship.**

2. Exhibit fair play at all times.

TASK ANALYSIS

a. Does not consistently infringe on the rules of the game.
b. Respects the decision of the referee.
c. Demonstrates good sportsmanship.



MODIFICATIONS AND ADAPTATIONS

The focus of this Hockey Guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the student into experiences loaded with failure. To provide positive experiences means that many students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations include:

MODIFYING THE RULES OF ACTIVITY

Special Olympians are often denied the experience of the game because of the frequent stops due to rule infractions. Therefore, teachers should not be reluctant to modify the rules as long as the major objective of the game (i.e., putting the puck into the goal) is not disturbed.

ACCOMMODATING THE STUDENT'S SPECIAL NEEDS

Goal areas may be enlarged for Special Olympians with upper extremity weaknesses. The sound of the coach's voice can be used to aid a visually impaired student passing or receiving a puck.

ENCOURAGING CREATIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you push the puck along a straight path?", "Can you push the puck fast/slow?", "Can you show me two ways of passing a puck?" Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these commands would be apparent from student to student depending on the level of ability and severity of impairment.

REDUCING PLAYING AREA

Special Olympians with gross motor deficiencies and/or associated disorders with movement limitations will benefit from activities in which their area of responsibility or coverage is reduced. Cross floor or half floor hockey games could be substituted for full floor games. Adaptations such as these permit an equalizing of ability based on students' movement capabilities.

CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communication systems that are specific to their needs. For example, verbally explaining a task may not match up well with some student's information processing systems. Information which is more specific might be provided in other ways. The instructor or peer teacher, for example, could simply demonstrate the sports skill. Also, a student could be permitted to "feel" the skill by holding onto the teacher's arms as the instructor demonstrates a skill such as the forehand pass. Some students may need not only to hear or see a skill, but also to read a description of the skill. This need can be met for poor or non-readers through the use of a poster board to which stick figures are attached to show the sequence necessary for a skill like shooting.

MODIFICATION EQUIPMENT

Successful participation in sports for some students requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the individualized education program. If special equipment is necessary to help a student progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.

ORTHOPEDIC IMPAIRMENTS
- Modify dimensions of floor area and goal area for ambulatory students.
- Position as goalies, players who lack coordination and balance.
- Eliminate body contact.
- Require seat belts for those in wheelchairs.
- Increase the number of players.
- Change the size of the puck.

AUDITORY IMPAIRMENTS
- Use flag or hand signals.
- Make eye contact necessary for communication.

VISUAL IMPAIRMENTS
- Increase the size of the puck.
- Decrease the speed of the puck by weighting it down.
- Use a brightly colored puck.
- Place bell inside goal.

PLAYING AREA PREPARATION/EQUIPMENT

Playing Area Preparation

The gymnasium or playing area, whether inside or outside, should be defined and small enough to discourage disorganized running about. This permits more time to spend on useful activities and less on disciplinary measures. The surrounding area should provide minimum physical hazards that might result in injury to a student or damage to the school or its equipment.

A level hardtop surface and two hockey goals are the main prerequisites needed to play hockey. Hockey can be played either in a gymnasium, outside on a playground court or on a driveway. The court dimensions can be modified depending on the ability of the students, number of players and/or the available playing area.

Before playing hockey, the floor area should always be cleared and in a safe condition for play. An uncluttered environment provides less distractions to the student while learning. Therefore, do not set up equipment until you are ready to use it. Debris should be cleared before and during a game to prevent possible injury.

TEACHING SUGGESTIONS

- **Discuss the official boundaries of a hockey floor with the student.**
- **Using a flannel board, have the student identify the official boundaries.**
- **Take the student to a gym/outdoor floor and demonstrate how to establish the boundaries.**
- **Assist the student in marking the floor.**
- **Discuss and point out what objects are to be removed from the playing area.**
- **Walk student around floor area pointing out debris.**
- **Have student prepare court by removing debris.**

EQUIPMENT

Equipment must be safe for athletic use. Use proper equipment at all times and teach students to use equipment and perform all activities the "right" way, first time and every time, for safety's sake.

TEACHING SUGGESTIONS

- **Show student the equipment used in hockey.**
- **Name each piece of equipment as you show it and give the use for each piece of equipment.**
- **Display equipment used in hockey and have student name each piece used.**
- **Display a variety of sports equipment and have the student select the equipment used for hockey.**
- **Discuss the importance of taking care of all sports equipment.**

TERMINOLOGY AND RESOURCES

TERMINOLOGY

Backhand Pass
Pass made on player's backhand.

Charging
If a player takes more than two normal steps into a player.

Face-Off
Two players, one from each team, face each other with their backs to their own goal line.

Floor
Playing area which may be in gymnasium or open area such as hard playground surface. This may also be the playing area of regulation ice hockey rink when ice has been removed.

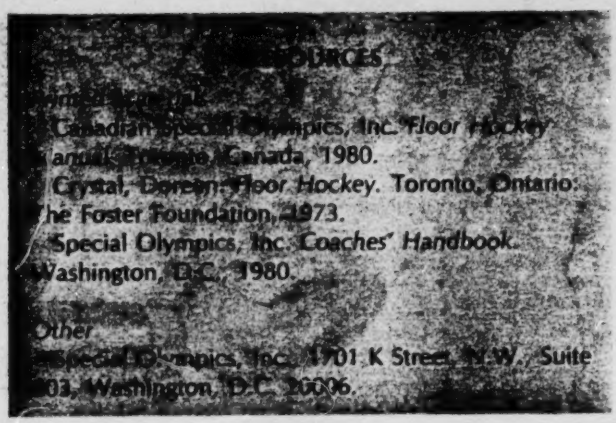
Forehand Pass
Pass made on player's forehand.

Goal
Entire puck passes over goal line.

High Sticking
Carrying the stick above shoulder height.

Holding
Impeding progress of an opponent.

Tripping
Tripping opponent with the stick, knee, foot, arm, hand or elbow.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03, Washington, D.C. 20006.

INFUSION CHART

ARTS	Chooses and designs team insignia. Makes team signs and posters. Makes felt figures used on flannel board.
SCIENCE	Understands why the puck goes further when hit harder and how to direct the puck in the desired trajectory. Judges the angle of pucks when receiving passes. Judges the angle of pucks shot on goal.
INDUSTRIAL ARTS	Constructs a simple scoreboard. Constructs goals. Tapes or paints the lines for the goal area, center line, center circle, and rectangle designating boundaries.
MATHEMATICS	Estimates the cost of purchasing equipment and clothing. Keeps score. Counts the number of shots at goal, fouls per team, goals per team, and goals per individual player.
HOME ECONOMICS	Dresses appropriately for playing hockey. Mends, hems, and designs uniforms. Washes and dries uniforms.
HEALTH	Practices safety skills when playing. Knows the basic first aid for minor injuries (scrapes, cuts, bruises). Chooses the appropriate clothing for various weather.
PHYSICAL EDUCATION	Performs warm-up exercises. Understands and demonstrates the rules and skills of hockey. Recognizes the importance of teamwork and team spirit. Recognizes the leisure value of hockey. Practices refining hockey skills: stickhandling, passing, shooting, and checking.
READING/LANGUAGE	Reads the scoreboard. Learns how to keep statistics of the team and individual players. Listens to instructions and follows directions. Encourages and cheers for teammates during play. Reads and listens to instructions for playing hockey.
SOCIAL STUDIES	Identifies and locates neighborhood facilities where hockey could be played. Participates in the establishment of teams and rules for playing hockey.

SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympians name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions reflects how well the student must execute the desired skill. You as the instructor, are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session. The categories Beginner through Superstar are identified below the chart as a guide for your students to follow. See example on the following page.

STICK HANDLING SKILLS

NAME	Makes an attempt to move or push puck.	Gets into delivery position and slightly taps puck.	Taps puck in any direction with proper grip.	Pushes puck with control from a stationary position.	Controls puck while moving forward.		
BILL	80 % of time	75 % of time	75 % of time	50 % of time	30 % of time		
SUE	100 % of time	100 % of time	90 % of time	75 % of time	50 % of time		
	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time		

STICK HANDLING SKILLS

NAME	Makes an attempt to move or push puck.	Gets into delivery position and slightly taps puck.	Taps puck in any direction with proper grip.	Pushes puck with control from a stationary position.	Controls puck while moving forward.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

PUCK HANDLING SKILLS

NAME	Makes an attempt to catch a puck.	Receives puck from 3 meters away.	Receives puck from 5-7 meters away.	Receives and controls a puck while walking forward.				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				

PASSING SKILLS

NAME	Makes an attempt to pass puck.	Passes puck in any direction at least 5 meters.	Passes puck in intended direction to a target.	Passes puck to a stationary teammate.				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				

SHOOTING SKILLS

NAME	Hits a stationary puck in any direction.	Attempts to hit puck in a forward direction.	Hits a part of the goal when shooting.	Makes 3 out of 5 goals from a 3 meter distance.				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time				

DEFENSIVE PLAY

NAME	Makes an attempt to guard an opponent.	Demonstrates correct defensive stance.	Keeps blade/tip of the hockey stick on the floor.	Maintains proper distance while staying with opponent.	Attempts to sweep check opponent.	Blocks/stops a pass between two players.		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		

KNOWLEDGE OF GAME

NAME	Stops when the whistle blows.	Knows when the puck is in or out of bounds.	Participates and recognizes teammates and opponents.	Recognizes teammates' and opponents' goal areas.	Knows how to start game with a face-off.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

STICK HANDLING SKILLS

NAME	Pushes and controls puck while running the length of the court.	Pushes the puck along a straight path.	Pushes and controls puck while moving in, out, around and through a series of obstacles.	Accelerates or decelerates stick handling speed on cue (whistle).	Pushes and controls puck while being guarded.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

PUCK HANDLING SKILLS

NAME	Receives a puck while running forward.	Receives the pass and pushes the puck.	Catches a puck.	Receives an inbound pass while being defended.	Receives an outlet pass.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

PASSING SKILLS

NAME	Passes puck to a moving teammate 5-10 meters away.	While guarded, passes puck to a teammate.	Passes puck to a teammate being guarded.	Passes puck and moves to open position to receive a return pass.					
	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time					
	% of time	% of time	% of time	% of time					

SHOOTING SKILLS

NAME	Shoots the puck from outside goal crease with 50% accuracy.	Shoots a goal from 3 different places in the front of goal.	Shoots penalty shots with 40% accuracy.	While moving receives a pass and shoots a goal.	Shoots at goal while being guarded.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

DEFENSIVE PLAY

NAME	Guard offensive player without the puck.	Blocks a pass between two players.	Intercepts and controls a pass between two players.	Intercepts a pass while in motion and passes on to another teammate.	Assumes correct positioning at face-off.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

KNOWLEDGE OF GAME

NAME	Identifies floor boundaries, center line, goal crease.	Adapts ability to pass, stick handle, shoot and block.	Understands minor fouls.	Understands major penalties (charging, blocking goal tender or opponent, tripping, pushing).	Plays cooperatively and competitively; adapts to changes both offensively and defensively.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

DATE _____

Sports Skills Assessment Record Sheet

NAME	PREVIOUS EXPERIENCE: HAS PARTICIPATED	PREVIOUS EXPERIENCE: NEVER PARTICIPATED	LEVEL OF ACHIEVEMENT: BEGINNER 0-10	ROOKIE 11-20	WINNER 21-30	CHAMP 31-40	SUPER CHAMP 41-50	SUPERSTAR 51-60	LEVEL OF INDEPENDENCE: NEED PHYSICAL ASSISTANCE	NEEDS DEMONSTRATION	RECEIVES VERBAL ASSISTANCE	RECEIVES NO HELP
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
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	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4

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